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ABSTRACT

This report provides a discussion of trends in minority student participation at colleges, statistical information on this topic, and a review of the trends and progress of initiatives at New Jersey's nine state colleges. Recommendations are provided for programs and approaches that will increase the likelihood that minorities will enter college and remain in college until graduation, as well as develop aspirations beyond the baccalaureate level to the masters and doctoral levels. The report confirms key obstacles to college enrollment for many minority students (especially Blacks and Hispanics), including lack of access to high quality academic preparation and the attractions of entering the workforce or military immediately after graduation. The report also asserts that retaining minority students in college until graduation remains a national economic and social problem, exacerbated by bigotry and the paucity of minority faculty and administrative role models. Individual state college efforts at recruiting and retaining minority students are also described. The report suggests that the future of the state and the nation will be determined by America's ability to cultivate a diverse, intelligent, and well-educated populace, and that efforts to open up the doors of higher education opportunity to all is in the nation's best interest. Contains 47 references. (Author/GLR)

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Turning Challenges Into Opportunities for Minority Students at New Jersey State Colleges, 1991 Update

Staff Report 91-01

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Please Note:

Providing statistical and descriptive information pertaining to racial minorities inevitably requires certain gross generalizations inherent in any analysis by "race."

In this report, "black" and "African-American" are used interchangeably and do not differentiate between recent African immigrants and Americans of African ancestry who have been in this country for generations. Similarly, "Caucasian" and "white" are used interchangeably and do not distinguish countries of origin or other variables. The "Hispanic" category is also a general designation. Aside from the recent creation of an "other" category, the many Americans of mixed racial background are placed in categories, often arbitrarily, based on either appearance, accent or self-description.

June 1991

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Executive Summary

This report provides a discussion of very recent trends in minority student participation in college, statistical information on this topic, and a review of the trends and progress of initiatives at New Jersey's nine state colleges. Recommendations are provided for programs and approaches that will increase the likelihood that minorities will enter college and remain in college until graduation, as well as develop aspirations beyond the baccalaureate level to the masters and doctoral levels.

The report confirms key obstacles to college enrollment for many minority students (especially blacks and Hispanics), including lack of access to high quality academic preparation and the attractions of entering the workforce or military immediately after graduation. The report also asserts that retaining minority students in college until graduation remains a national economic and social problem, exacerbated by bigotry and the paucity of minority faculty and administrative role models. Individual state college efforts at recruiting and retaining minority students are described.

Solutions to the problems identified in the report include:

* The establishment of a statewide data base of public school student information pertaining to higher educational aspirations, level of preparation, and family status, in order to assist the state higher education system to meet future needs;

* Counseling and other appropriate efforts to ensure that middle-school students -- especially those in disadvantaged areas -- understand the courses they will need to complete in high school to prepare for a college education;

* Increased cooperation between colleges and local school districts with large minority populations to meet the educational needs of students and to motivate them to attend college;

* The creation and dissemination by college presidents of clear and unequivocal institutional policy statements stressing that racial discrimination will not be tolerated on campus;

* Fostering creative and aggressive efforts in developing faculty and staff employee applicant pools which include qualified minorities;

* Establishing a minority scholars bank to better utilize existing minority scholars' talents and cultivate minority students' interest in higher education careers; and

* Comprehensive campus efforts to meet special educational and personal needs of minority students.

The report concludes that the future of the state and the nation will be determined by America's ability to cultivate a diverse, intelligent and well-educated populace, and that efforts to open up the doors of higher education opportunity to all is in the nation's best interest.

TURNING CHALLENGES INTO OPPORTUNITIES FOR MINORITY STUDENTS AT NEW JERSEY STATE COLLEGES
(1991 Update)

Introduction

In February of 1988, the New Jersey State College Governing Boards Association (GBA) issued a report entitled, "Turning Challenges into Opportunities for Minority Students at New Jersey's State Colleges." The report discussed major economic, demographic and educational trends influencing black and Hispanic students' decisions to enter college and remain there through graduation.

The report voiced concern about the college-bound rate of black high school students, which decreased between 1980 and 1985 in the Garden State, reflecting national trends in the same direction. Among the factors contributing to this trend, the GBA report cited many minority persons' **lack of access to high quality academic preparation; a decline in the absolute numbers of black high school graduates; and competition from the military and private-sector employers for qualified high school graduates.** Other factors cited were: **the decline in federal student financial aid, particularly scholarships, coupled with rising college costs.**

The GBA report complemented other national studies which were released during the late 1980s and a number of probing articles in national publications attempting to define the parameters of the problem and suggest solutions. Since that report was issued, new and updated statistics have come to the fore. This 1991 update provides supplemental information and suggestions for action at the state, regional, county and community levels, among colleges, business and industry leaders, labor organizations, advocacy groups, public school leaders and citizens.

GBA, as the advocacy organization for New Jersey's nine state colleges (which are the state's primary source of the baccalaureate degree), maintains a continuous interest in the opportunity agenda. Access to college by all citizens -- along with college affordability and academic quality -- is at the core of the missions of the New Jersey state colleges.

According to national observers, there are four key factors which explain the general stagnation of minority participation in higher education as undergraduate students, graduate students and professors:

* Lack of equal access to quality pre-collegiate academic orientation and preparation;
* Lack of commitment on the part of some institutions of higher education to the development of minorities with collegiate potential;
* Increasing sentiment and manifestations of racism and ethnocentrism nationally; and
* Competition from other sectors of society (*e.g.*, industry, the military) that may offer more immediate financial rewards.

The Stakes

What is at stake is more than simply the welfare of a few young people. The future of the state and nation will be determined by our ability to cultivate a diverse, intelligent and well-educated populace. We cannot afford to deny educational opportunity to any people -- black, white, Hispanic, Asian-American, native American -- with high academic aspirations and leadership potential. Depriving such opportunity to any group would shortchange our nation as it strives to remain competitive in a rapidly changing global economy. Furthermore, doing so would set the stage for what the Education Commission of the States' National Task Force on Minority Achievement indicated would be the creation of "a permanent, second-class citizenry and a two-tiered economic society."

Moreover, minority enrollment in college will be essential to ensuring the future of America's workforce where "a majority of all new jobs will require postsecondary education," according to the U.S. Department of Labor's report, ***Workforce 2000***. By the year 2000, the non-white "traditional" college-age population (18-24) will increase dramatically, while the white "traditional" college-age population is expected to decrease.

The emerging "new majority" with college potential is young minority students, as well as mature students of all races. If the educational potential of this new majority is reached, American employers will not have to look elsewhere in the world for educated workers.

Recent National Trends

The most recent, published national studies indicate that enrollment of minority students in undergraduate and graduate programs is again moving upward following a decade of gradual decline.

A draft report prepared by the United States Department of Education, and published in the ***Chronicle of Higher Education*** (April 11, 1990), indicates that **minority enrollment has increased**, in the context of a national increase in college enrollment among all groups, **between 1986 and 1988**. The highest gains were among Americans of Hispanic and Asian backgrounds: 10 percent and nearly 11 percent, respectively. Black enrollment also increased during this period by about 4.5 percent. Enrollment of Caucasian students also increased, about 3.5 percent, during the two-year period.

The 1990 United States Department of Education report showed that **there is a disparity in the progress of black men compared to black women**. While college enrollment went up over 14 percent for black women between 1978 and 1988, the number of black men enrolled in college has declined over two percent. Also, consider the national figure that currently there are less than two black men enrolled in college for every three black women (443,000 compared to 687,000).

Graduate school enrollment of blacks was up in 1988 compared to 1986, showing recovery from an enrollment dip in the early 1980s, according to the U.S. Department of Education. The Council of Graduate Schools/Graduate Record Exam survey reported that the enrollment of black students increased 20 percent between 1986 and 1988, but according to the U.S. Department of Education, the 1988 enrollment figure was only 12 percent greater than the 1978 enrollment figure. During the 1978-1988 decade, enrollment in graduate programs increased nearly 63 percent for Hispanic individuals, 92 percent for Asian-Americans.

A National Research Council survey published in 1990 indicated that the number of doctorates awarded to blacks has decreased by 23 percent over the past decade, while doctorates awarded to Hispanics and Asians increased 23 percent and 46 percent, respectively. There is recent anecdotal evidence that the number of doctorates awarded to blacks is on the rise, or at least that there is an end to the pattern of decline: 813 doctorates were awarded to blacks in 1988, and 811 were awarded in 1989. Still, this number is small when compared to the number of doctorates awarded to whites (20,688 in 1989). There is good reason for concern about a decline in black representation among the college and university faculty over the coming years.

In addition to under-representation in higher education, statistics indicate that certain minorities -- blacks, Hispanics and native Americans -- continue to be grossly under-represented in the United States professional science and engineering workforce. This workforce includes biologists, chemists, physicists, mathematicians, psychologists and sociologists. According to a report of the National Association for the Advancement of Science, these minority groups, which combined represent over 20 percent of the U.S. population, comprise only 5 percent of the professional science and engineering workforce, and only 10 percent of the nation's professional health workforce.

The Continued Under-Representation of Minorities in American Higher Education

College enrollment statistics do not tell the whole story, however. One must also consider the growth of minority populations in the United States in the college-going age bracket. When this is done, it becomes evident that **college participation rates for most minority groups are well below that of whites**. For example, while Hispanics account for about 8 percent of the U.S. population, they account for only about 5 percent of college enrollment.

According to the American Council on Education (ACE), in a recent 13-year retrospective, the college participation rate of minorities in the 18-24 age bracket, especially black men, fell and was well below the rate of their white, low-income counterparts. ACE reported that "the college participation rate for dependent, low-income, black high school graduates between the ages of 18-24 dropped from 40 percent in 1976 to 30 percent in 1988." For low-income Hispanic high school graduates during the same period, the participation rates dropped from 50 to 35 percent, according to the ACE document entitled ***The Eighth Annual Status Report on Minorities in Higher Education***. Also, the report noted that in 1976 about 37 percent of low-income black males between the ages of 18 and 24 were enrolled in college, compared to only 23 percent today. The report termed this decline in college participation rates "an educational failure rate of intolerable magnitude."

New Jersey is no exception. For 1990, the proportion of blacks enrolled in all New Jersey colleges was well below the proportion of blacks enrolled in grades K-12 (public schools): 10 percent and 19 percent respectively. The figures for Hispanics are 7 percent and 12 percent, respectively. (See Table III, page 16.)

Poor college preparation among minorities, particularly black students, continues to be a problem. A recent publication of the National Assessment of Educational Progress (NAEP) reports that by age 17, typical student-performance differentials can equal two grades in reading and four grades in science. In addition, a recent College Board report on diversity notes that minorities and lower-income students of all races tend not to take certain "gate keeper" courses, which appear to be good predictors of college success (*e.g.*, geometry and foreign language).

"Dropping out" of college is one reason for the under-representation of minorities in American higher education. Black and Hispanic students have below-par undergraduate degree completion rates: for blacks and Hispanics, it is 25 to 30 percent; for whites and Asian-Americans, it is over 50 percent. Clearly, there is a need to understand the reasons behind the statistics and to develop vehicles for greater participation of minorities in higher education.

The New Wave of Intolerance

Finally, there is a growing tide of racism, bigotry and intolerance within the campus communities across the nation that cannot be ignored. This includes a view of affirmative action and equal opportunity programs as being unfair to majority students. This viewpoint has been encouraged by statements and policy decisions of the federal level, such as the recent United States Department of Education pronouncement challenging the legality of minority scholarships. Racism is buoyed by ignorance of past inequities, neutral or negative positions on eradication of racism, and fear among some whites that "privileged status" is being ascribed to minorities. This explains why blacks and Hispanics as a group are being chastised by some students as being below-standard academically, while at the same time Asians are being rebuked by others for overachieving and "curve busting." An article by Nancy Gibbs in ***Time*** (May 5, 1990) notes that on some campuses "the impact of constant racial friction is profound. Non-white students suffer tremendous pressure to outperform their classmates just to beat the stereotype. Some drop out rather than battle on."

New Jersey Trends

At New Jersey colleges and universities recently -- based on New Jersey Department of Higher Education (DHE) statistics for Fall 1990, released in April 1991 -- the **number of minority undergraduate enrollments has been rising**, following a decline that took place between 1983 and 1987. (It should be noted, however, that data between 1986 and the present may represent an **undercount** of students in all categories because of federal protocol which required the addition of a "race unknown" category.) According to the Department's calculations, minority enrollment is at an all-time high, with black and Hispanic undergraduates totaling more than 48,000. The previous record was set in 1989 at 44,500.

According to the DHE data, undergraduate black and Hispanic enrollment at New Jersey's nine state colleges for Fall 1990 totaled 11,400, up 8 percent from Fall 1989 (10,570), up 15 percent from Fall 1988 (9,880); and up 21 percent compared to Fall 1987 (9,450). (See Table II, page 15.) Currently, **about 60 percent of the state's black and Hispanic undergraduates at senior public colleges attend one of the nine state colleges** (or about 27 percent of all New Jersey black and Hispanic undergraduates in public colleges).

Prospects for further minority enrollment at the state colleges are good. The Fall 1990 enrollment of first-time, full-time freshmen (according to DHE data) was over 15 percent black, over 11 percent Hispanic and 4 percent Asian. It is further encouraging to note that minority enrollment at the state colleges rose during the 1980s, a decade when the average SAT scores of regularly admitted freshmen were increasing.

A 1990 report by the Chancellor of Higher Education concluded that while New Jersey colleges generally compare quite favorably with national averages for retention rates, "[the New Jersey retention rates] are still too low."

In New Jersey overall, minority students from a first-time, full-time student cohort showed a lower rate of retention than the norm for all students after multi-year follow-ups. After three years (1986-1989), Hispanic and black students were retained in state colleges at a rate that was only 80 percent of the rate for the average student, with some variation among institutions. Institutional rates ranged from 63 to 96 percent.

Graduation rates for minority students remain low in New Jersey as in other states, with minorities at NJ senior public institutions typically graduating at only about 60 percent of the average graduation rate for all students (after a five year period). However, a recent report of the DHE's College Outcomes Evalution Program (COEP) Council, issued in May 1991, indicates that most institutions are progressing in minority retention and graduation.

Affirmative Action Benefits Students

There is a reciprocal relationship between minorities in college faculty and administrative positions and minorities as students at higher education institutions. This interrelationship means that there can be a measurable effect -- upward or downward -- when there are changes in one of the minority contingents. One of the reasons for this is the mentoring role played by minority academicians. James Blackwell's research on minority education and mentoring suggests that the **presence of minority mentors plays an important role in the aspirations and achievement of minority students**, especially at the graduate and professional levels.

New Jersey state college leaders have understood this and have responded. For example, at ***William Paterson College*** a pilot program was started to match faculty with black and Hispanic students. Through the program, beginning in 1989, nearly 200 students were provided with faculty mentors who are committed to making a positive impact on students' adjustment and academic performance.

New Jersey's state colleges also stand as an example of what commitment to affirmative action can mean. The state colleges have developed an enviable affirmative action record over the past ten years at the faculty and administrative levels. (See Table V, page 17.) Between 1982 and 1989, the state colleges hired an average of 16 percent minority faculty annually, according to a N.J. Department of Higher Education report issued in 1990. Compared to other sectors of New Jersey higher education, the report observed, "**The state colleges have the highest black and Hispanic representation on faculty.**" Also noteworthy, five of the nine campuses have hired eminently qualified academicians -- who are minorities -- to serve as college president. It may not be surprising then to hear that minority enrollments at the state college campuses are improving, at a time when many institutions across the nation are experiencing decreases in minority enrollment.

As one example of affirmative action initiative, ***Ramapo College of New Jersey***, at the direction of its president, Dr. Robert Scott, implemented a unique seven-step approach which has resulted in a high level of success. ***Ramapo's*** steps included:

* Appointing a new affirmative action officer, strengthening the job title to Senior Advisor to the President and having the new advisor attend weekly meetings with other senior officers to discuss overall college plans and priorities;

* Developing a format for quarterly reports on affirmative action goals to be submitted to the president and discussing these with the board of trustees in a public session;

* Explicitly including affirmative action as a criterion for evaluating managerial performance and making salary recommendations;

* Opening one faculty line as a permanent position for a visiting minority scholar who offers one or two courses, several presentations for students, and one or more major public presentations each semester;

* Requiring each search committee to actively seek and screen minority candidates (as a general rule, only those committees whose pools included minorities and females were eligible for travel funds);

* Assigning members of the affirmative action committee to each search committee; and

* Cancelling searches that did not produce a minority or female candidate in the final pool and requiring a restart of the search.

As an extra step, ***Ramapo*** coordinated with the state's Minority Academic Careers Program to set aside stipends for minority graduate students to present seminars at ***Ramapo*** and become familiar with the faculty and students. In the past four and one-half years, 50 percent of all new faculty appointments at ***Ramapo*** have been women, and one-third have been minority scholars. This is but one example of how the state colleges have taken an aggressive rather than titular approach to the development of minority faculty and professionals who can serve as role models to all students and to minority students in particular.

Recruitment of Minority Students at the State Colleges

The effort to attract capable, young minority students to the state colleges has produced a number of innovative recruitment strategies. The variation in approaches reflects, to some degree, the distinctive characteristics of each of the state colleges. The strategies also reflect some of the common goals of the state colleges: **affordability, excellence and equity**. Recruitment strategies have included media/public information campaigns, on-site high school visitations, programs emphasizing academic and financial advantages, focus groups with high school guidance staff, instant admissions programs, school/college outreach and services programs, specialized recruitment literature, and alumni networking efforts.

The following are examples of state college minority recruitment efforts:

* ***Glassboro State College*** engages in on-site high school visitations, sponsors meetings for minority high school counselors, conducts special mailings to counselors and minority high school teachers, and conducts instant-decision admissions programs at select southern New Jersey high schools with concentrations of black and Hispanic students. ***Glassboro*** also sponsors pre-college programs with the Camden city public schools. Charter bus trips arranged by the college bring high school juniors and seniors to the campus for tours.

* ***Jersey City State College's*** recruitment efforts are, in part, aimed at academic and financial programs such as the African/Afro-American Studies Program; a minority teacher program; and the Presidential Scholars Program for promising graduating seniors of the Jersey City Public Schools. The Ambassador Program, offered March through May, acquaints upper-level minority students from northern New Jersey counties with application procedures, financial aid programs, and academic options.

* ***Kean College of New Jersey*** has instituted a comprehensive minority enrollment effort utilizing personal contacts and community development, such as high school visits, church visits by college officials, and focus groups between high school guidance department staffs and college personnel.

The college's Dr. James E. Dorsey Scholars Program (formerly Urban Scholars) annually recruits 20-25 of the top-achieving minority students from selected urban high schools. The college has specialized recruitment brochures for minority students which have been acclaimed by recruitment personnel across the United States.

* ***Montclair State*** has revised its pioneering On-Site Instant Admissions Program by bringing large groups of minority high school seniors to campus, rather than conducting instant admissions exclusively at the high schools. Students who actually see and "feel" the campus facilities and atmosphere while considering an instant admission have been far more likely to accept offers compared to their counterparts involved in the program at high school sites. ***Montclair State's*** partnerships with the Newark Board of Education regularly bring to campus groups of minority high school students in grades 9 through 12. In addition to producing Spanish-language recruitment brochures, ***Montclair State*** has expanded its success in recruiting on the Spanish International Network (via WXTV in Secaucus) and through "weekend college" degree programs instructed by bilingual professors.

* Wide-ranging efforts have been made by ***William Paterson College*** to recruit minority students, including: minority student and trustee scholars scholarship programs; on-campus special recruitment events, which focus on the academic and career interests of minority students; a phonathon to prospective students with an invitation to a tour of the campus, conducted by African-American and Hispanic students; personalized applications mailed to African-American and Hispanic students; personalized congratulatory letters sent by the president and assistant vice president for minority education affairs to all admitted minority students; and personal notes sent to minority students who visited the campus or participated in a special event.

  The results of the college's efforts were evident in a recent comparison of admissions statistics. Between Fall 1989 and Fall 1990, the number of regularly admitted African-American students was up 129 percent, and the number of regularly admitted Hispanic students increased 56 percent. During the same time period, EOF admissions increased 19 percent for African-American students and 23 percent for Hispanic students.

* ***Ramapo College of New Jersey*** has college/school partnership programs designed to help high school minority students (starting with ninth grade) raise their aspirations and improve their academic standing so as to have a choice of college or career. The Partnership for Progress encompasses programs with West Side High School (Newark) and Dwight Morrow High School (Englewood); a similar program is conducted with Mahwah High School. These programs enable students to enrich their personal development, experience living on campus, meet and interact with faculty and staff, and interact with college student role models. Additionally, since Fall 1988, several full-tuition George Washington Carver scholarships have been awarded to high-achieving minority students planning to enroll in a science major.

* Recruitment and retention of minority students at ***Stockton State College*** are viewed as college-wide responsibilities, and the following recruitment efforts can be seen within this context: direct mail; presentations at college fairs; minority student phonathons; and special "open house" programs for prospective students.

* ***Thomas Edison State College*** has had great success in reaching the minority communities of the state through a series of Community Leaders Luncheons. At the luncheons, admissions services staff answer questions and describe the college's unique mission. The luncheon meetings are held three or four times a year in population centers such as Newark, Trenton and Cherry Hill. Clergy, governmental officials, school leaders and other organization leaders attend.

* ***Trenton State College*** has established an aggressive statewide recruitment program to attract minority students through regular admissions and through the Educational Opportunity Fund (EOF). A highly successful component of the program is a series of overnight visits for minority students. The college's recruitment efforts are also enhanced by a range of competitive merit-based scholarships. Since 1983, when minority enrollments had dropped to below 9 percent, the college has improved its recruitment efforts so that, for the past three years, the portion of minority students in entering classes has been 17 percent.

In addition to college-specific recruitment efforts, the state colleges maintain a significant number of diverse school/college cooperative programs benefitting urban and minority students. Many have a primary goal of motivating students to complete high school and apply to college. The programs help boost minority enrollment at the state colleges, as well as at other postsecondary institutions.

Retaining Minority Students Until Graduation

Richard Richardson and Alfredo de los Santos, in an ***ERIC Digest*** (Clearinghouse on Higher Education) article, describe a ten-faceted approach to helping minority students graduate from college. The ten steps are summarized below:

1. Announce the elimination of racial and ethnic disparities in academic achievement as an institutional priority;
2. Back the above priorities with a commitment of college discretionary funds (where needed);
3. Employ minorities in senior leadership positions at the institution;
4. Track the progress of strategies to increase minority opportunity;
5. Provide comprehensive and integrated support services;
6. Emphasize educational quality rather than sacrificing rigor and excellence to achieve other goals;
7. Reach out to community groups, schools, agencies, and businesses to raise minority students' aspirations and level of academic preparation;
8. Bridge the educational gaps that prevent students from succeeding at college;
9. Reward good teaching, value ethnic diversity among faculty, and encourage mentoring of minority students who may have potential to enter graduate school and the professoriate; and
10. Construct a "non-threatening social environment" characterized by proportionate representation of minorities, support for ethnic identity and diversity, and an unwillingness to allow discrimination against, or harassment of, minorities.

To be successful, according to Richardson and de los Santos, all ten of the preceding directives must be exercised simultaneously. New Jersey's state colleges provide ample illustrations of these principles working in harmony. For example:

- ***Glassboro State College*** has the Program for Minority Student Transfers (PROMIST), which offers minority students articulated transfer opportunities with ***Glassboro***, and provides counseling and advising services that encourage minority student retention. The freshman counterpart to PROMIST is the Minority Achievement Program (MAP). MAP serves black and Hispanic students who exhibit potential to achieve well in a collegiate program. Numerous services are available to these students, including a six-week preparatory program, biweekly counseling sessions, peer mentoring, and structured study programs.

  Glassboro's BETA (Better Efforts Toward Achievement) Program, which has an academic focus, is designed to encourage first-year minority students to stay in college. Upperclassmen serve as mentors for about 40 students and meet with them weekly, providing the support and advice they need to meet the academic demands of college, especially in the areas of math and writing. The program is not remedial in nature, but attempts to assist minority students to construct successful study habits.

  Glassboro State has also been successful in fulfilling the third of Richardson and de los Santos' principles for retaining minority students: the employment of minorities in senior leadership positions. For example, the college's president, Herman James, its executive vice president/provost, and the dean of its School of Business Administration are black.

- ***Jersey City State College*** retains students through academic and other support services aimed at minimizing problems that frequently interfere with the completion of degree programs. In addition, the college cultivates a climate of support for cultural diversity that makes every student feel at home. Pre-college programs, orientation and the assignment of an upper-level student mentor are available to smooth the transition to college life. Tutoring, workshops and supplemental instruction are also offered to those who need special assistance. Campus activities are structured to promote racial harmony and celebrate the contribution of racial and ethnic minorities to the community at-large.

- ***Kean College of New Jersey*** is but one example of Richardson and de los Santos' ten principles working in harmony. The college placed both excellence and opportunity high on its institutional and budgetary plan for organizational change and institutional assessment (principles 1, 2, 4). The elements of its programs to improve minority recruitment and retention include a "bridge program" for urban high school juniors, an admissions outreach project, and a student/faculty performance feedback program (principles 5, 6, 7, 8, 9). As a result of tutorial and faculty development programs, black and Hispanic students' "persistence toward graduation" have increased (principle 10). Illustrating the third principle of opportunity in senior leadership positions, ***Kean College*** has installed Dr. Elsa Gomez, the nation's first Hispanic female president of a four-year public college.

- ***Montclair State*** formed a Council on Human Relations, which has been highly effective in providing a forum for frank discussion among students, faculty and staff regarding race issues on the campus. These "open microphone" forums encourage honest discussion and have contributed greatly to harmonizing interactions among students of varying racial and ethnic/religious backgrounds. A grant from the Prudential Insurance Company is now being used to increase minority student

participation in the full range of opportunities available through the ***Montclair State*** Career Services Office. The college has a Minority Students Mentor Program, which pairs incoming minority students with helpful faculty or professional staff members who guide them throughout the undergraduate experience. The mentor program has gained wide acceptance on the campus, and has provided students with an adult advisor for both academic and personal concerns.

A computerized "early alert" system to identify and correct academic deficiencies among minority students has been added to ***Montclair State's*** regular complement of peer tutoring programs, specialized counseling and outreach programs (offered by faculty/staff caucuses and student organizations) in order to assure academic success and improve the campus quality of life for minority students currently enrolled.

* ***William Paterson College's*** Office of Minority Education has developed and refined a mentoring program for minority students on campus. Seventy-six faculty and staff members and about 200 students participated in the program, which acquaints minority students with faculty members in their majors. The faculty mentors provide students with guidance and support during the year as they work toward academic and career goals. In addition, the office has developed a tracking system focusing on the academic performance of minority students in order to identify areas where increased support will be helpful.

* ***Ramapo College of New Jersey*** has an intensive four-year residential program designed to help Newark High School graduates develop leadership talents and academic skills while they are resident students at the college. The program, titled the Newark Leadership Fellows Program and funded by the Prudential Foundation, is designed to provide students with important roles that engage them in life on campus. Students interact with corporate and civil leaders to learn about challenges and opportunities in Newark. The college has also earmarked institutional funds to help offset differences between available financial aid and financial need for deserving minority students.

* At ***Stockton State College***, retention of minority students is aided by the support of the acclaimed EOF program and a Peer Mentoring Program, in which trained upperclassmen guide the students through their freshman year, providing them with academic and personal support. Year-round activities of the Council of Black Faculty and Staff and the Unified Black Students Society supplement the traditional college programs and activities.

* Student retention is extremely high at ***Thomas Edison State College*** because of the flexibility of the college's programs. Students can continue their program in a variety of settings -- through portfolio assessment, guided study, testing, and transfer of credit from classroom learning -- at their own pace.

* ***Trenton State College*** has instituted a Minority Mentoring Program in which every regularly admitted minority student is assigned a faculty or staff mentor. Strong and enthusiastic support from the faculty and staff involved in this program have given it an excellent start. The message from the college's president and top administrators to move beyond tolerance to respect, appreciation and celebration of differences among peoples and cultures has been a key factor in the success of the program.

Toward the Future

The original version of this GBA report contained several suggestions for policy initiatives toward equity goals in higher education and increasing minority participation. These included:

* Commitment to improving the educational product of the public schools;
* Improved efforts to help students and parents finance college education; and
* Redoubling of transfer articulation efforts with the county colleges.

Six major goals must be attained in order to ensure the educational success of the nation's minority students, according to the Quality Education for Minorities Project -- a national task force based at Massachusetts Institute of Technology. These are:

* Ensure that minority students start school prepared to learn.
* Ensure that the academic achievement of minority youth is at a level that will enable them, upon graduation from high school, to enter the workforce or college fully prepared to be successful and not in need of remediation.
* Significantly increase the participation of minority students in higher education, with a special emphasis on the study of mathematics, science, and engineering.
* Strengthen and increase the number of teachers of minority students.
* Strengthen the school-to-work transition so that minority students who do not choose college leave high school prepared with the skills necessary to participate productively in the world of work and with the foundation required to upgrade their skills and advance their careers.
* Provide quality out-of-school experiences and opportunities to supplement the schooling of minority youth and adults.

In the same spirit, another national group -- the National Task Force for Minority Achievement in Higher Education -- has called for college and university leaders to make minority access and academic success a top goal. The task force's recommendations include: active recruitment of minorities; modification of admissions requirements to reflect ethnic and cultural variations; simplification of the financial aid process; and revision of the credit transfers from two-year to four-year institutions to become less cumbersome.

But programmatic adjustments are not enough. The National Task Force on Minority Achievement contends that the campus learning environment is crucial, and that "the responsibility for helping minority students rests primarily with the faculty." This conclusion is in accord with Nancy Gibbs in her ***Time*** magazine article on campus racism, cited earlier, who argues that "the best place to battle willful ignorance and bigotry is in the classroom." The article suggests that "teachers that strengthen reason over reflex, curiosity over insularity may help improve students' behavior outside the classroom as well."

In addition to the faculty's pivotal role, **the tone that is set by campus presidents, trustees and key administrators can have powerful implications**. ***Stockton State***, ***Trenton State***, and ***Jersey City State*** colleges serve as examples. The college presidents have made clear and unequivocal statements to staff, faculty and

incoming freshmen that racial discrimination will not be tolerated at the college. Other state college presidents have made and published similar statements. This position should be manifest at every institution in New Jersey and elsewhere as a foundation for minority success in academe.

Colleges -- over the next decade -- should view the public schools as a major partner in efforts to improve minority enrollment at the college level. The two entities must work together to impress upon young people the growing importance of the collegiate experience to a productive and fulfilling life; the accessibility of college to people of all backgrounds; and the need to begin early preparation for college. New Jersey's state colleges currently offer a wealth of programs benefitting school districts with large minority student populations, including many urban districts, with new initiatives now underway. Many are designed to keep students from getting discouraged with their rate of academic progress and thus dropping out of high school. (According to recent statistics from the State Department of Education, black and Hispanic students are nearly three times more likely to drop out of New Jersey public schools than white students.) For an overview of state college/school programs, interested persons can obtain a copy of GBA's report, ***Bridges Formed, Bridges in the Making*** (Staff Report 90-03).

A recent research report of the College Board cited that requiring students to take certain high school courses that have a high correlation with college participation and persistence may be a solution to minority (all races) and low-income student under-representation in higher education. The key courses include geometry, and a second year of a foreign language. The report suggests that participation in such "gate keeper" courses may be a key intervening variable in the statistical correlation between ethnicity/income and college success. Minority students need to be actively encouraged to take such courses.

There is a vital role for the education community, as well as local service and religious institutions, in disseminating more and better information about college to minority youth, beginning at the elementary level. This must include information about how to select the courses that will increase the likelihood of admission to college. The Edna McConnell Clark Foundation, a leading advocate of urban middle-school restructuring and refocusing, has identified four key goals for disadvantaged students in the middle grades. In addition to timely completion of curriculum, mastery of higher order thinking skills and greater self-esteem and attitudes toward schoolwork, the Foundation stresses that disadvantaged youth should be prepared to "enter high school with an understanding of how different curricula can affect their career and postsecondary options."

A basic lack of knowledge about college opportunities is one of the key obstacles to college enrollment of minorities, contends James M. Furman, vice president of the MacArthur Foundation and chairman of National Task Force on Higher Education and the Public Interest, sponsored by the Council for the Advancement and Support of Education. To remedy this, a 1990 report, ***Achieving Campus Diversity -- Policies for Change*** (produced by the Education Commission of the States), suggests that states should establish programs, beginning in the junior high grades, to help young people understand the opportunities that college can offer.

One approach suggested by GBA staff in which the state colleges might participate would begin with statewide collection of data on public school students' academic interests, academic preparation, family income, and family socio-economic condition. Ideally, the data would be collected at various intervals during the students' elementary and secondary school careers. This **educational opportunity survey** would have a multiple purpose: to help students focus on college as an option, to empower students to make effective decisions about college, and to provide the state and the colleges with data about student preparation and

aspirations well in advance of the time they move on to higher education. This information would be especially beneficial to poor and at-risk students who are highly mobile. Such a survey need not be tied to academic assessment.

Whatever approaches are chosen, the challenge of ensuring lifelong higher educational opportunity for minorities must continue to be addressed at the K-12 levels in new and creative ways, and the state colleges can be expected to remain in the forefront of efforts launched.

In order to accelerate opportunities for minority educational attainment and advancement through all levels of higher education, the cultivation of more minority faculty will be pivotal. What is needed is an extraordinary new partnership between public and independent research universities granting the doctorate, public and independent baccalaureate colleges, and historically black colleges to create a minority scholars bank. Higher education institutions across the United States need to better utilize the untapped potential that resides at these campuses, and expand the pool of future minority scholars and educational leaders. This should start with identification of prospective minority doctoral candidates at the baccalaureate level. In addition to the New Jersey Minority Academic Career Program, operated by the New Jersey Department of Higher Education, the Florida Endowment Fund for Higher Education is an excellent example of what can be done to encourage minority scholar development on a statewide basis. These programs are consistent with the recommendations of the Education Commission of the States' report, cited earlier, which advocates state financial assistance to colleges for their efforts to increase the number of minority faculty.

Those who would ask whether the affirmative action agenda and academic improvement can complement each other need only look to New Jersey's nine state colleges, five of which are led by capable academicians who are minorities.

To succeed in the mission of increasing minority participation in higher education, institutions will have to understand that fundamental changes may be required. Those which fail to take the equal opportunity agenda seriously will be poorly serving America's future student population, and may be confirming some student and faculty accusations that indifference to the equality agenda is equivalent to institutionalized racism. If the mission fails, the nation's social, intellectual and economic well-being will be in jeopardy.

The education system of the future cannot be changed by minorities alone, nor will token involvement of minorities in college administration and policymaking be adequate. The system, however, cannot be transformed without greater participation by minorities. Indeed, when minorities and non-minorities can work together to meet equity goals -- as they do at New Jersey's state colleges -- a new kind of synergy for reform is created. The fruits of this reform can be greater academic richness, greater academic diversity, greater academic quality, and a renewed commitment to the student -- whether that student is black, white, Hispanic, Asian or Native American.

TABLE I

Comparison of Selected New Jersey High School Graduate Data

	1986	1987	1988	1989	1990
Total High School Graduates	78,781	79,376	80,863	76,263	69,824
% Racial/Ethnic Composition					
White	77.6%	77.4%	77.3%	75.9%	73.9%
Black	14.1%	13.9%	13.5%	13.9%	14.3%
Hispanic	6.0%	6.1%	6.3%	7.0%	7.7%
Am.Indian/Alaskan Ntv	0.1%	.01%	.01%	.01%	.01%
Asian/Pacific Islander	2.2%	2.4%	2.7%	3.2%	3.9%

Source: N.J. Department of Education Vital Education Statistics: April 1990; April 1991 (draft).

TABLE II

State College Undergraduate Enrollment of Minority Students* Fall 1986 through Fall 1990

(Full-Time and Part-Time)

College	1986	1987	1988	1989	1990	% Change 1986-1989
Glassboro	649	814	874	944	1,031	+59%
Jersey City	1,958	1,911	1,947	2,003	2,148	+10%
Kean	1,941	2,036	2,110	2,461	2,699	+39%
Montclair	1,665	1,609	1,601	1,619	1,713	+3%
Ramapo	311	339	366	454	508	+63%
Stockton	626	630	668	684	694	+11%
Thomas Edison	535	612	752	778	837	+56%
Trenton	711	696	735	770	738	+4%
William Paterson	791	803	827	857	1,032	+30%
Total Minority Students at State Colleges:	**9,187**	**9,450**	**9,880**	**10,570**	**11,400**	**+24%**
Total Undergraduate Enrollment:	62,830	63,523	63,350	65,458	67,807	+8%
Minorities as % of Total Enrollment:	**15%**	**15%**	**16%**	**16%**	**17%**	

* For the purpose of this summary, "minority" consists of blacks and Hispanics only.
Source: N.J. Department of Higher Education, Chancellor's Reports: November 1990, April 1991.

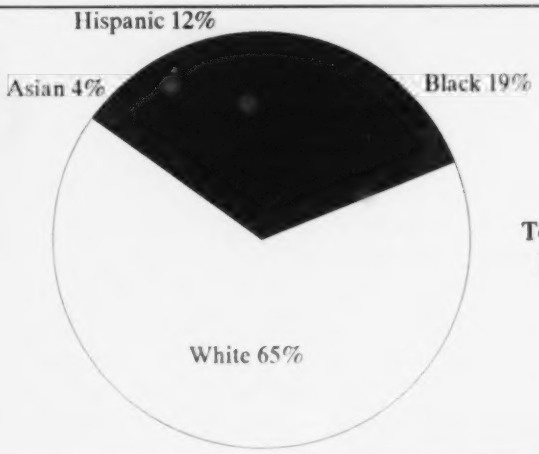
15

ERRATUM

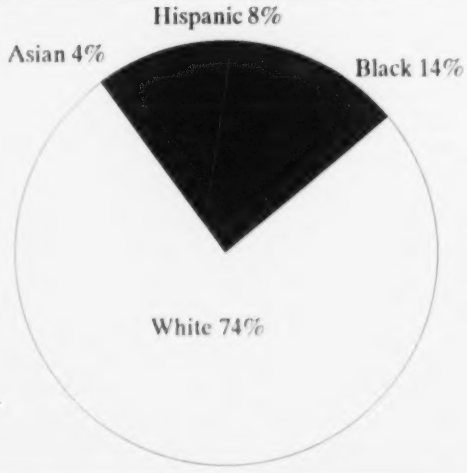
The far right column on Table II (bottom of page 15) should read: "% change 1986-1990."

TABLE III

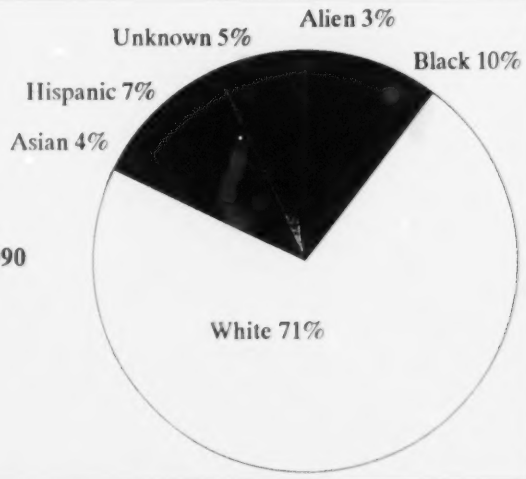
Representation of Various Racial/Ethnic Groups in New Jersey Education



Total Public School Enrollment 1990



Total High School Graduates 1990



Total New Jersey College Undergraduate Enrollment 1990

Sources: New Jersey Department of Education; Department of Higher Education

TABLE IV

Total Undergraduate Enrollment at New Jersey State Colleges by Race/Ethnicity, Fall 1990

(Full-Time and Part-Time)

	White		Black		Hispanic		Asian		Ntv.Amer.		Alien		Unknown		Total	
College	Enr	%	Enr	%	Enr	%	Enr	%	Enr	%	Enr	%	Enr	%	Enr	%
Glassboro	6,880	83.9	753	9.2	278	3.4	119	1.5	34	.4	84	1.0	49	.6	8,197	100
Jersey City	2,814	48.6	1,103	19.1	1,045	18.1	473	8.2	4	.1	312	5.4	37	.6	5,788	100
Kean	7,426	65.9	1,508	13.4	1,191	10.6	360	3.2	12	.1	209	1.9	568	5.0	11,274	100
Montclair	6,860	68.6	795	7.9	918	9.2	237	2.4	53	.5	199	2.0	941	9.4	10,003	100
Ramapo	3,554	78.5	377	8.3	131	2.9	117	2.6	9	.2	151	3.3	186	4.1	4,525	100
Stockton	4,775	84.7	552	9.8	142	2.5	129	2.3	16	.3	19	.3	6	.1	5,639	100
Thomas Edison	6,434	82.4	602	7.7	235	3.0	67	.9	34	.4	271	3.5	168	2.2	7,811	100
Trenton	4,938	77.6	511	8.0	227	3.6	124	1.9	11	.2	108	1.7	448	7.0	6,367	100
Wm. Paterson	6,794	82.8	531	6.5	501	6.1	140	1.7	15	.2	49	.6	173	2.1	8,203	100
Totals	**50,475**	**74.4**	**6,732**	**9.9**	**4,668**	**6.9**	**1,766**	**2.6**	**188**	**.3**	**1,402**	**2.1**	**2,576**	**3.8**	**67,807**	**100**

Source: New Jersey Department of Higher Education, April 1991 Chancellor's Report

TABLE V

Full-Time Faculty at New Jersey State Colleges by Race/Ethnicity

	Fall 1977		Fall 1989	
	No. of Minorities	% Total Faculty	No. of Minorities	% Total Faculty
Black	115	4.3%	153	6.5%
Hispanic	44	1.7%	87	3.7%
Total Black/Hispanic	**159**	**6.0%**	**240**	**10.2%**
Total All Faculty	**2,652**		**2,343**	

Sources: Memorandum to the N.J. Board of Higher Education on the 1987 Affirmative Action Status Report submitted by Julius Chambers, BHE Special Committee on Minority Affairs (undated).
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About the GBA

The New Jersey State College Governing Boards Association, Inc. (GBA) is a nonprofit higher educational association located in the state's capital city of Trenton. It was created by the state legislature in 1985 to advance and support the collective interests of the nine state colleges of New Jersey.

The GBA fulfills its primary mission in the following ways:

Advocates the needs of the state colleges, particularly before the executive and legislative branches of state government, and articulates the colleges' importance to the state;

Provides policy research and information services about the resource needs and policy concerns of the state colleges;

Preserves the autonomous leadership of the trustees, who create policy to accomplish each state college's distinct mission; and

Convenes forums to develop a shared body of opinion about the needs and contributions of the state colleges.

Each year, the state colleges serve a total of over 70,000 students; together, they are the largest source of baccalaureate degrees conferred in New Jersey. Focusing on excellent baccalaureate education and equal educational opportunity, each of the nine state colleges has set as its goal recognition for being among the best undergraduate colleges nationally.